**Online 1302**

**GETTING STARTED:**

***Summary***

Welcome to RWS 1302! In this class you will practice several writing skills, and my hope is that you’ll be able to transfer what you learn to a variety of future contexts—academic, professional, and personal. We will focus particularly on research, but we’ll also explore analytical, argumentative, and reflective writing. In each of the weekly modules below, you will find detailed checklists with assignment/activity descriptions and reminders.

Please begin by carefully reviewing the syllabus and calendar, and also check out my introduction video below. If you don't already own it, you will also need to purchase The Student Guide to Undergraduate Rhetoric and Writing Studies (17th ed. revised), an e-book available through the UTEP Bookstore or online at [http://www.brytewave.com/](https://webmail.utep.edu/owa/redir.aspx?C=AlFjICruhE-VK0FPMcDbkauDVoOUktEId6rD1IAnRODKAcsXOv1sUWNBdEpmd8b9f6J7_NKK36Q.&URL=http%3a%2f%2fwww.brytewave.com%2f) (see the “BryteWave Quick Start Guide” below). This e-book includes assignment instructions and is a vital component of the course.

Note that this class follows a 14-week schedule, which means it will finish during Thanksgiving week (11.23-11.27). Please plan accordingly.

Now it’s time to get started!

***Attached Files***

Syllabus and Calendar (pdf)

BryteWave Quick Start Guide (pdf)

APA Template (docx)

**1.1—WEEK ONE Objectives and Summary:**

***Objectives***

* Familiarize yourself with the course and with Moodle.
* Build an understanding of the Advocacy Website and Genre Analysis assignments.
* Introduce yourself to me and to your classmates, and consider which topic you would like to explore this semester.

***Summary***

During our first week, we will keep things simple. To get started on the right track, it is important that you make yourself comfortable and familiar with the design of this course; with our learning management system, Blackboard; and with our e-book, *The Student Guide to Undergraduate Rhetoric and Writing Studies*. You will also introduce yourself to the class, and most importantly, you will need to consider what topic you will most enjoy exploring throughout the semester. Your topic proposal is not due until Tuesday of next week, but start thinking about your options sooner rather than later—I often hear from students that they enjoy writing to the extent that they enjoy the topic, so take some time to come up with something you find engaging and relevant.

Last but not least, make sure to carefully read the Advocacy Website and Genre Analysis instructions. Keeping up with the assignment instructions is a great way to stay on top of things throughout the semester.

P.S. You’ll notice that some files are posted as pdf’s, while others are posted as Word documents. Those that are posted as Word documents are files that you either need to or might want to edit.

**1.2—WEEK ONE Checklist:**

**Do:**

Discussion: Introduction

***Response due by midnight on Friday, August 28th (S16: January 8th) through the Week 1 module. Response to a classmate due by midnight on Monday, August 31st (S16: January 11th).***

Topic Proposal

***Due by midnight on Tuesday, September 1st (S16: January 12th) through the Week 1 module. Late submissions will be accepted for up to half credit until Tuesday, September 8th (S16: January 19th) through the Week 1 module.***

**Genre Analysis due by midnight\* on Sunday, September 20th (S16: January 31st).**

**\*All due dates Mountain Time (MT).**

**Read/Watch:**

Syllabus and Calendar

Purdue OWL: Introduction to Rhetoric—https://www.youtube.com/watch?v=mIESu4yXco4

Guide:

Introductory Materials

192-193: Introduction to RWS 1302/ENGL 1312

194-195: Knowledge Domains

205: Choosing a Topic (see p. 89 for a table with potentially useful choices)

206-207: Review of Discourse Communities

Advocacy Website Instructions

208-209: Overview

210-211: Guidelines

212-213: Rubric

214-215: Thinking About Design

Weebly tutorial: ([https://vimeo.com/100966309](https://webmail.utep.edu/owa/redir.aspx?C=U7-P8IuY_Eqm2BSNGFXHRx7cxWCKj9EIGAK0_LuavX4gQdamGLcEAgHv_T6gRkY9V5x2qpZBsh0.&URL=https%3a%2f%2fvimeo.com%2f100966309)), Wix tutorial:

(<http://www.wix.com/support/main/html5>). There are a variety of other website

builders, several of which are listed in the instructions.

Webby Award Winners: Websites: Activism: <http://www.webbyawards.com/winners/2015/>

You’ll need to scroll down a bit to see the winning websites in the activism category.

Genre Analysis Instructions

216-218: Overview

219-220: Guidelines

221: Rubric

*Reading Ahead:*

Genre Analysis Resources

222: Composing the Body Paragraphs

223: Drafting—Putting It All Together

224-231: Student Model #1

232-239: Student Model #2

240: Add the Genre Analysis to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

**1.3—WEEK ONE Moodle Items:**

***Attached Files***

Syllabus and Calendar (pdf)

***Discussion: Introduction (Advanced Forum)***

Introduce yourself to your classmates and to me. Who are you? What is your background and what are your plans? Describe your experiences as a writer, whether in academic or creative contexts or both. What do you see as your strengths and weaknesses? Do you enjoy writing? What anxieties do you have about writing, and how would you like to develop as a writer in this course?

If you completed RWS 1301, focus especially on your transition from that class into this one. What skills and concepts are you transferring from that class, and how do you want to build on them in this class? If you didn’t take RWS 1301, you can instead think about other recent writing-related classes/experiences.

Write at least 150 words (feel free to write as much as you'd like), and respond to at least one classmate.

**Response due by midnight on Friday, August 28th (S16: January 8th) through the Week 1 module. Response to a classmate due by midnight on Monday, August 31st (S16: January 11th).**

***Topic Proposal (Assignment)***

Write a topic proposal after reading pp. 89 and 205 of the Guide. Type up a short description of your topic, why you chose it, and why you believe it will work for this course’s writing assignments, which will require you to conduct research and to write analytically, informatively, and argumentatively. Try to find something that reflects your academic and professional interests, and which you will enjoy and benefit from learning more about. This is an important choice as you get started with this course, so give it some thought and feel free to list back-up options. You will need to get my approval if you decide to change your topic later in the semester.

Note that, while it is acceptable to build on the topic you explored in 1301, it is crucial that you take a significantly different angle that enables you to conduct original research and analysis.

I will approve your topic and mention any concerns I might have in a grade comment.

Submit as a .doc or .docx file. Save with your username and the assignment title (e.g., pdlaprade topic proposal).

**Due by midnight on Tuesday, September 1st (S16: January 12th) through the Week 1 module. *Late submissions will be accepted for up to half credit until Tuesday, September 8th (S16: January 19th).***

**2.1—WEEK TWO Objectives and Summary:**

***Objectives***

* Decide on a topic you will enjoy exploring throughout the semester, ideally one that reflects your personal, academic, or professional interests.
* Reflect on the importance of “genres,” and select two examples of different genres that will make for an interesting comparison in your Genre Analysis.
* Learn APA citation style (or refresh your memory if you already know it).

***Summary***

Congratulations! You’ve made it to week…2. Get started by submitting a thoughtful topic proposal, which I will respond to in a grade comment. This week, it is important that you have a strong understanding of the Genre Analysis and that you begin preparing for it by selecting examples of two distinct genres, both related to the issue you identified in your topic proposal. The Genre Analysis Outline activity, which is due next Wednesday will provide you with a structured way of beginning your pre-writing for this assignment, but you should of course feel free to build on that and start drafting your paper. You will also practice APA citation style, which includes both in-text and reference page citations.

Please carefully review the Genre Analysis instructions and read the e-book’s specific section-by-section guides. Whether or not you plan on analyzing a book or scholarly article in your Genre Analysis, I encourage you to check out the “Breakthrough Tutorial” videos, with which you can get a head start on learning how to use the library for research.

**2.2—WEEK TWO Checklist:**

**Do:**

Topic Proposal

***Due by midnight on Tuesday, September 1st (S16: January 12th) through the Week 1 module. Late submissions will be accepted for up to half credit until Tuesday, September 8th (S16: January 19th) through the Week 1 module.***

**If you haven’t completed this activity, please do so as soon as possible; this is a crucial first step.**

Activity: APA Citation

*Due by midnight on Friday, September 4th (S16: January 15th) through the Week 2 module.*

Activity: Genre Analysis Outline

*Due by midnight on Wednesday, September 9th (S16: January 20th) through the Week 3 module.* ***Late submissions will be accepted for up to half credit until Wednesday, September 16th (S16: January 27th) through the Week 3 module.***

**Genre Analysis due by midnight on Sunday, September 20th (S16: January 31st**).

**Read/Watch:**

Guide:

Genre Analysis Resources

222: Composing the Body Paragraphs

223: Drafting—Putting It All Together

224-231: Student Model #1

232-239: Student Model #2

240: Add the Genre Analysis to your Advocacy Website

*Review:*

Genre Analysis Instructions

217-218: Overview

219-220: Guidelines

221: Rubric

Advocacy Website Instructions

208-209: Overview

210-211: Guidelines

212-213: Rubric

214-215: Thinking About Design

\*6-8: Table of Contents for 1302 Materials

Optional Videos: UTEP Library “Breakthrough Tutorials”

You can get a head start on using the library’s resources, which will be an important requirement of the Literature Review assignment, by selecting a book or scholarly article as one of your 2 genre examples for the Genre Analysis. The following page provides links to a variety of “Breakthrough Tutorial” videos created by the UTEP Library: <http://libguides.utep.edu/content.php?pid=210333&sid=1751170>

I encourage you to check out all of these short, close captioned videos, but here are a few you might find particularly useful: Introduction to Online Databases, Search Strategies for Finding Articles, Encore, Compiling Your Sources: Books, Compiling Your Sources: E-Books.

**2.3—WEEK TWO Moodle Items:**

***Attached Files***

Genre Analysis Outline Instructions (docx)

APA Template (docx)

***Activity: APA Citation (Assignment)***

**To submit this activity:**

Begin by reviewing APA citation style, which requires in-text and reference page citations. The APA template has detailed examples of both kinds of citations, which are drawn from the Purdue OWL website. Here are a few more resources you might find useful:

Purdue OWL’s APA homepage: <https://owl.english.purdue.edu/owl/resource/560/01/>

Basics of APA In-Text Citations video: <https://www.youtube.com/watch?v=agXQATse7NQ>

Reference List Basics Purdue OWL video: <https://www.youtube.com/watch?v=HpAOi8-WUY4&index=2&list=PL8F43A67F38DE3D5D>

APA Reference Lists: A More Detailed Explanation video: <https://www.youtube.com/watch?v=NvIe2McNbYI&index=3&list=PL8F43A67F38DE3D5D>

Once you feel comfortable with both in-text and reference page citations, complete an example of each for a source you are considering analyzing in your Genre Analysis. Save the document (using your username and the activity name as the save name, e.g., pdlaprade apa citation activity) as a .doc or .docx, and attach the completed activity.

**Due by midnight on Friday, September 4th (S16: January 15th) through the Week 2 module.**

***Activity Instructions: Genre Analysis Outline (Item)***

Begin working on the “Genre Analysis Outline” activity.

**To submit this activity:**

Answer the questions in the “Genre Analysis Outline” document, save the document (using your username and the activity name as the save name, e.g., pdlaprade genre analysis outline) as a .doc or .docx, and attach the completed activity.

**Due by midnight** **on Wednesday, September 9th (S16: January 20th) through the Week 3 module.**

**3.1—WEEK THREE Objectives and Summary:**

***Objectives***

* Construct your Genre Analysis Outline.
* Progress with your analysis of two distinct genre examples.
* Engage with the elements of website design.

***Summary***

This is a special week, as there is no new assigned reading. However, you should take advantage by reviewing the Genre Analysis instructions and making progress with this assignment. You’ll pass an important checkpoint as you turn in your Genre Analysis Outline. This assignment is due at the end of next week, so now would be a great time to get started in earnest!

While the GA should be your primary focus this week, I would also like you to consider the importance of design in constructing a visually appealing website. Although it is not due until the end of the semester, your Advocacy Website will be a more meaningful learning experience, and probably a more effective product, if you add to it periodically throughout the semester. Now would be a great time to get started by setting up a website. Wix (tutorial: <http://www.wix.com/support/main/html5>) and Weebly (tutorial: [https://vimeo.com/100966309](https://webmail.utep.edu/owa/redir.aspx?C=U7-P8IuY_Eqm2BSNGFXHRx7cxWCKj9EIGAK0_LuavX4gQdamGLcEAgHv_T6gRkY9V5x2qpZBsh0.&URL=https%3a%2f%2fvimeo.com%2f100966309)) are two good, user-friendly options that I have found to be popular with students in the past, and the assignment instructions list a variety of other options.

**3.2—WEEK THREE Checklist:**

**Do:**

Activity: Genre Analysis Outline

*Due by midnight on Wednesday, September 9th (S16: January 20th) through the Week 3 module.* ***Late submissions will be accepted for up to half credit until Wednesday, September 16th (S16: January 27th) through the Week 3 module.***

Once you finish the Genre Analysis Outline, relax, consult your outline, and start drafting. Remember to refer to the assignment instructions and resources as you draft your paper.

Reading Discussion: Nielsen (Website Design)

***Response due by midnight on Friday, September 11th (S16: January 22nd) through the Week 3 module. Response to a classmate due by midnight on Monday, September 14th (S16: January 25th).***

**Genre Analysis due by midnight on Sunday, September 20th (S16: January 31st**).

**Read:**

*Review:*

Genre Analysis Instructions

217-218: Overview

219-220: Guidelines

221: Rubric

Genre Analysis Resources

222: Composing the Body Paragraphs

223: Drafting—Putting It All Together

224-231: Student Model #1

232-239: Student Model #2

240: Add the Genre Analysis to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

**3.3—WEEK THREE Moodle Items:**

***Attached Files***

Genre Analysis Outline Instructions (docx)

***Activity: Genre Analysis Outline (Assignment)***

**To submit this activity:**

Answer the questions in the “Genre Analysis Outline” document, save the document (using your username and the activity name as the save name, e.g., pdlaprade genre analysis outline) as a .doc or .docx. Attach the completed activity.

**Due by midnight** **on Wednesday, September 10th (S16: January 20th) through the Week 3 module.**

***Discussion: Nielsen (Website Design)***

Summarize Nielsen’s article on website design. How can the eye-tracking research conducted by Nielsen be useful in designing your advocacy website? What specific design elements might you have to consider in the layout and content of your homepage if you apply Nielsen’s findings?

Nielsen, J. (2006, April 16). F-shaped pattern for reading web content. *Articles*. Retrieved from <http://www.nngroup.com/articles/f-shaped-pattern-reading-web-content/>

**Response due by midnight on Friday, September 11th (S16: January 22nd) through the Week 3 module. Response to a classmate due by midnight on Monday, September 14th (S16: January 25th).**

**4.1—WEEK FOUR Objectives and Summary:**

***Objectives***

* Complete your Genre Analysis.
* Engage with the concept of stasis theory.
* Turn your attention toward the Literature Review/Research Report.

***Summary***

Your main priority this week should be completing the Genre Analysis, which is due Sunday night. Use the outline you created, relax, and write! I’ll do my best to get my grade feedback to you within two weeks, after which you will have another two weeks to revise your work (optional second drafts are due by midnight on Sunday, October 18th (S16: February 28th).

This week’s activity deals with stasis theory, a concept that will be important as we transition into the Lit Review/Research Report. I encourage you to read ahead and take a look at the instructions for that assignment.

You will also engage with your classmates’ work by completing a peer review activity by next Wednesday. The activity description is available in this week’s module, but you will need to skip ahead to next week’s module to post an excerpt from your GA to the peer review board by Sunday night (not coincidentally, this is when your Genre Analysis is due). See the activity instructions below for more details.

**4.2—WEEK FOUR Checklist:**

**Do:**

Work on your Genre Analysis, which is due Sunday night!

Activity: Stasis Theory

*Due by midnight on Friday, September 18th (S16: January 29th) through the Week 4 module.*

Activity: Genre Analysis Peer Review

*Writing submission due by midnight on Sunday, September 20th (S16: January 31st) through the Week 5 module.*

*Peer review comments due by midnight on Wednesday, September 23rd (S16: February 3rd) through the Week 5 module.*

**Genre Analysis due by midnight on Sunday, September 20th (S16: January 31st**) **through the Week 4 module.**

**Read:**

Peer Review FAQ

*Review:*

Genre Analysis Instructions

217-218: Overview

219-220: Guidelines

221: Rubric

Genre Analysis Resources

222: Composing the Body Paragraphs

223: Drafting—Putting It All Together

224-231: Student Model #1

232-239: Student Model #2

240: Add the Genre Analysis to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

*Reading Ahead:*

Literature Review/Research Report Instructions

242-243: Overview

244-246: Guidelines

247-249: Rubric

**4.3—WEEK FOUR Moodle Items:**

***Attached Files***

Peer Review FAQ (pdf)

***Assignment: TURN IN YOUR GENRE ANALYSIS HERE (Assignment)***

Submit your Genre Analysis here as a .doc or .docx, using your username and the assignment as the save name (e.g., pdlaprade genre analysis).

**Genre Analysis due by midnight on Sunday, September 20th (S16: January 31st**).

***Activity: Stasis Theory (Assignment)***

**To submit this activity:**

Watch the following YouTube video from the beginning to the 11:55 minute mark: “Stasis Theory Introduction, Part One”: <http://www.youtube.com/watch?v=mGFdpno3Rnc>. Answer the questions below in a Word document, save it (using your username and the activity name as the save name, e.g., pdlaprade stasis theory activity) as a .doc or .docx, and attach the completed activity.

1. What is stasis theory?
2. What are the five “W” questions of journalism?
3. What are the categories of stasis theory?
4. What kind of questions does each category of stasis ask?
5. What does stasis mean?

While it is text heavy, this video does not have quality captions, so as an alternative you can review this Purdue OWL resource on stasis theory: <https://owl.english.purdue.edu/owl/resource/736/1/>

**Due by midnight** **on Friday, September 18th (S16: January 29th) through the Week 4 module.**

***Activity Instructions: Genre Analysis Peer Review (Item)***

**Part 1:**

Copy and paste your Introduction, Conclusion, and one section of analysis of both genre examples to the discussion board. You can choose to include the Audience/Purpose, Rhetorical Issues, or Structure/Delivery section of your paper, but your submission must include your analysis of both genre examples within your chosen section.

For example:

Your submission will have your:

* Introduction

A section of analysis:

* Audience and Purpose paragraphs for Genres 1 and 2

Or

* Rhetorical Issues (Ethos, Pathos, Logos) paragraphs for Genres 1 and 2

Or

* Structure and Delivery paragraphs for Genres 1 and 2
* Conclusion

**Submit your writing to “Discussion Activity: Genre Analysis Peer Review” by midnight on Sunday, September 20th (S16: January 31st) through the Week 5 module.**

**Part 2:**

Once you have submitted your writing to the Blogs section, comment on at least three of your classmates’ submissions. Don’t comment on a submission if three of your classmates have already commented on it.

Your comments to your peers should include discussion of the following:

* Content, not grammar. While you can point out recurring grammatical issues (e.g., comma splices, subject/verb disagreement), these should not be your focus.
* Based on the introduction, is it clear what this paper will be about?
* Address issues of analysis. Does the provided analysis section simply summarize the genre examples, or does it specifically analyze them as called for by the instructions?
* Address issues of supporting details. Does the provided analysis section simply make claims, or does it provide examples from the genre examples supporting those claims?
* Is the writing clear or confusing?
* Does the conclusion effectively state what aspects of each genre example were effective, ineffective, and overall which genre was most effective?
* Do you have any additional comments?
* Do not provide comments in bullet form; write them in paragraph form, but make sure you address these issues.

**Submit at least three peer review comments by midnight on Wednesday, September 23rd (S16: February 3rd) through the Week 5 module.**

**5.1—WEEK FIVE Objectives and Summary:**

***Objectives***

* Engage with and respond to your classmates’ writing.
* Transition to the Lit Review/Research Report.
* Conduct preliminary research.
* Develop research questions.

***Summary***

We have a handful of important objectives during this transitional week, the first of which is providing your classmates with thoughtful peer review feedback. While the Genre Analysis called on you to analyze how different forms of communication provide distinct advantages and limitations, the Lit Review/Research Report provides you with the opportunity to gather sources from a variety of genres and synthesize them into an informative report. **While the instructions do not require you to select and declare a specific audience for your report, I encourage you to do so.** Try to find a specific person or group for whom the research you will do might be relevant and meaningful.

It is now time for you to carefully read the Lit Review/Research Report instructions and to get to work on conducting preliminary research and developing research questions. Please spend some time with the research resources in this week’s checklist under “Read/Watch,” including the Library “Breakthrough Tutorials.” While I want you to use stasis theory to develop your questions, you can include additional or modified research question ideas in your “Developing Lit Review Research Questions” activity, which I’ll respond to in a grade comment.

Lastly, this would be a great time for you to modify and incorporate your Genre Analysis into your Advocacy Website.

**Week 5 Introduction**

We have an important handful of objectives during this transitional week, the first of which is providing your classmates with thoughtful peer review feedback. While the Genre Analysis called on you to analyze how different forms of communication provide distinct advantages and limitations, the Literature Review/Research Report provides you with the opportunity to gather sources from a variety of genres and synthesize them into an informative report. **While the instructions do not require you to select and declare a specific audience for your report, I encourage you to do so.** Try to find a specific person or group for whom the research you will do might be relevant and meaningful. If you choose an audience for your report, you can identify it on the title page.

It is now time for you to carefully read the Literature Review/Research Report instructions and to get to work on developing research questions and conducting preliminary research. Please spend some time with the research resources in this week’s readings, including the library’s Breakthrough Tutorial videos (see the Useful Videos section of the Library Guide). While I want you to use stasis theory to develop your research questions, you can include additional or modified research question ideas in your “Developing Literature Review Research Questions” assignment, which I’ll respond to in a grade comment.

Lastly, this would be a great time for you to modify and incorporate your Genre Analysis into your Advocacy Website.

**5.2—WEEK FIVE Checklist:**

**Do:**

Discussion Activity: Genre Analysis Peer Review

*Peer review comments due by midnight on Wednesday, September 23rd (S16: February 3rd) through the Week 5 module.*

Activity: Developing Lit Review Research Questions

*Due by midnight on Saturday, September 26th (S16: February 6th) through the Week 5 module.*

Conduct preliminary research on the topic of your Lit Review, which will allow you to more specifically and usefully complete the “Developing Lit Review Research Questions” activity.

**Literature Review/Research Report due by midnight on Sunday, October 25th (S16: March 6th**).

Optional Genre Analysis second drafts (including a revision statement on the title page) are due via email by midnight on Sunday, October 18th (S16: February 28th). I’ll do my best to get grade feedback to everyone by two weeks prior to that date (October 4th [S16: February 14th]).

**Read/Watch:**

Literature Review/Research Report Instructions

242-243: Overview

244-246: Guidelines

247-249: Rubric

Videos: UTEP Library “Breakthrough Tutorials”

As you begin preparing for the Lit Review, now is the time to begin conducting preliminary research. The following page provides links to a variety of “Breakthrough Tutorial” videos created by the UTEP Library: <http://libguides.utep.edu/content.php?pid=210333&sid=1751170>

I encourage you to check out all of these short, close captioned videos, but if you didn’t do so in week 2, please watch at least the following 5 videos: Introduction to Online Databases, Search Strategies for Finding Articles, Encore, Compiling Your Sources: Books, Compiling Your Sources: E-Books.

As you begin conducting research, also check out the following two resources:

Annotated List of Useful Library Databases: <http://writingcommons.org/open-text/information-literacy/library-and-internet-research/using-databases/848-annotated-list-of-useful-library-databases>

**ANOMALOUS FIXED LINK: APPLIES TO 5.2, 6.2, 7.2, AND 8.2 http://writingcommons.org/index.php?option=com\_content&view=article&id=848:annotated-list-of-useful-library-databases&catid=437&Itemid=292**

Annotated List of Useful Online Resources: <http://writingcommons.org/open-text/information-literacy/library-and-internet-research/web-search-strategies/853-annotated-list-of-useful-online-resources>

**ANOMALOUS FIXED LINK**: **APPLIES TO 5.2, 6.2, 7.2, AND 8.2** http://writingcommons.org/index.php?option=com\_content&view=article&id=853:annotated-list-of-useful-online-resources&catid=436:web-search-strategies&Itemid=291

Advice on Databases: Academic Search Complete is a good starting point, and for certain topics, Opposing Viewpoints will also provide valuable resources. However, for Opposing Viewpoints, it is important that you do not rely on the short “Viewpoints” for your Lit Review’s source material; instead, you can use the variety of more substantial resources available through this database, including the sources on the Viewpoints’ reference pages. I also encourage you to go to “Articles & Databases” on the Library site and then to search by subject matter.

*Review:*

Advocacy Website Instructions

208-209: Overview

210-211: Guidelines

212-213: Rubric

214-215: Thinking About Design

\*6-8: Table of Contents for 1302 Materials

Weebly tutorial: ([https://vimeo.com/100966309](https://webmail.utep.edu/owa/redir.aspx?C=U7-P8IuY_Eqm2BSNGFXHRx7cxWCKj9EIGAK0_LuavX4gQdamGLcEAgHv_T6gRkY9V5x2qpZBsh0.&URL=https%3a%2f%2fvimeo.com%2f100966309)), Wix tutorial:

(<http://www.wix.com/support/main/html5>). There are a variety of other website

builders, several of which are listed in the instructions.

Webby Award Winners: Websites: Activism: <http://www.webbyawards.com/winners/2015/>

You’ll need to scroll down a bit to see the winning websites in the activism category.

*Reading Ahead:*

Literature Review/Research Report Resources

250: Thinking about Research

251: Thinking about Ethics

252-253: Requesting an Interview

254: Writing the Introduction

255-256: Writing About Primary Research

257: Writing the Body Paragraphs

258: Creating a Graphic

259: Writing the Conclusion

260: Putting It All Together

261: Quick Guide: Writing an Abstract

262-276: Student Model #1

277-286: Student Model #2

287: Add the Literature Review/Research Report to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

**5.3—WEEK FIVE Moodle Items:**

***Attached Files***

Peer Review FAQ (pdf)

Sample Research Questions Based on Stasis Theory (pdf)

Developing Lit Review Research Questions (docx)

Revision Statement Example (pdf)

***Discussion Activity: Genre Analysis Peer Review (Advanced Forum)***

**Part 1:**

Copy and paste your Introduction, Conclusion, and one section of analysis of both genre examples to the discussion board. You can choose to include the Audience/Purpose, Rhetorical Issues, or Structure/Delivery section of your paper, but your submission must include your analysis of both genre examples within your chosen section.

For example:

Your submission will have your:

* Introduction

A section of analysis:

* Audience and Purpose paragraphs for Genres 1 and 2

Or

* Rhetorical Issues (Ethos, Pathos, Logos) paragraphs for Genres 1 and 2

Or

* Structure and Delivery paragraphs for Genres 1 and 2
* Conclusion

**Submit your writing to “Discussion Activity: Genre Analysis Peer Review” by midnight on Sunday, September 20th (S16: January 31st) through the Week 5 module.**

**Part 2:**

Once you have submitted your writing to the Blogs section, comment on at least three of your classmates’ submissions. Don’t comment on a submission if three of your classmates have already commented on it.

Your comments to your peers should include discussion of the following:

* Content, not grammar. While you can point out recurring grammatical issues (e.g., comma splices, subject/verb disagreement), these should not be your focus.
* Based on the introduction, is it clear what this paper will be about?
* Address issues of analysis. Does the provided analysis section simply summarize the genre examples, or does it specifically analyze them as called for by the instructions?
* Address issues of supporting details. Does the provided analysis section simply make claims, or does it provide examples from the genre examples supporting those claims?
* Is the writing clear or confusing?
* Does the conclusion effectively state what aspects of each genre example were effective, ineffective, and overall which genre was most effective?
* Do you have any additional comments?
* Do not provide comments in bullet form; write them in paragraph form, but make sure you address these issues.

**Submit at least three peer review comments by midnight on Wednesday, September 23rd (S16: February 3rd) through the Week 5 module.**

***Activity: Developing Lit Review Research Questions (Assignment)***

**To submit this activity:**

Before completing this activity, conduct some preliminary research on the issue you plan to explore in your Lit Review. See the checklist’s “Read/Watch” section for advice and resources on beginning this process. Also review p. 244 of the Lit Review/Research Report instructions, which includes some advice on finding resources (it says not to use the Opposing Viewpoints database, but this can be a useful resource as long as you are not using the “Viewpoints” it provides as sources.

Then, read the “Sample Research Questions Based on Stasis Theory” document, and review the Week 4 resources on stasis theory (<http://www.youtube.com/watch?v=mGFdpno3Rnc> ; <https://owl.english.purdue.edu/owl/resource/736/1/>) as needed.

Finally, answer the questions in the document titled “Developing Lit Review Research Questions.” Save it as a .doc or .docx, using your username and the activity name as the save name (e.g., pdlaprade lr research questions activity), and attach the completed activity.

I will let you know in a grade comment if I see any issues in your research questions, so feel free to include additional ideas at the bottom of your document.

**Due by midnight on Saturday, September 26th (S16: February 6th) through the Week 5 module.**

**6.1—WEEK SIX Objectives and Summary:**

***Objectives***

* Reflect on the meaning of plagiarism in the digital age.
* Delve into your research.
* Evaluate potential sources and determine how they might fit within your Lit Review/Research Report.

***Summary***

At this point, we have fully transitioned to the Lit Review/Research Report, and you have already conducted some preliminary research and developed research questions. As you delve into the research process, this week’s reading discussion calls on you to pause for a moment and reflect on the nature and meaning of plagiarism in our computer-driven world.

Now it’s time to get out there (or just get on your computer) and do some research, which you will organize into an important mini-assignment, the Citation Matrix/Annotated Bibliography. This is due next Tuesday, and it requires that you create citations and annotations for at least seven sources while also answering a few quick questions. This will take significant time and thought on your part, so make sure to get started sooner rather than later.

**6.2—WEEK SIX Checklist:**

**Do:**

Reading Discussion: DeVoss and Rosati (Plagiarism and the Web)

***Response due by midnight on Friday, October 2nd (S16: February 12th) through the Week 6 module. Response to a classmate due by midnight on Monday, October 5th (S16: February 15th).***

Mini-Assignment: Citation Matrix/Annotated Bibliography

***Due by midnight on Tuesday, October 6th (S16: February 16th) through the Week 7 module. Late submissions will be accepted for up to half credit until Tuesday, October 13th (S16: February 23rd) through the Week 7 module.***

**Literature Review/Research Report due by midnight on Sunday, October 25th (S16: March 6th**).

Optional Genre Analysis second drafts (including a revision statement on the title page) are due via email by midnight on Sunday, October 18th (S16: February 28th). I’ll do my best to get grade feedback to everyone by two weeks prior to that date (October 4th [S16: February 14th]).

**Read/Watch:**

DeVoss, D., & Rosati, A. C. (2002). “It wasn’t me, was it?” Plagiarism and the web. *Computers & Composition*, *19*(2), 191-204. Retrieved from <http://www.journals.elsevier.com/computers-and-composition/>

See “How to Access an Article Through the UTEP Library” for a detailed breakdown of how to find and save articles using the Library’s E-Journal search feature. You can also find this one by searching for the article name through Encore, then clicking on the “Articles” sidebar.

*Review:*

Literature Review/Research Report Instructions

242-243: Overview

244-246: Guidelines

247-249: Rubric

Literature Review/Research Report Resources

250: Thinking about Research

251: Thinking about Ethics

252-253: Requesting an Interview

254: Writing the Introduction

255-256: Writing About Primary Research

257: Writing the Body Paragraphs

258: Creating a Graphic

259: Writing the Conclusion

260: Putting It All Together

261: Quick Guide: Writing an Abstract

262-276: Student Model #1

277-286: Student Model #2

287: Add the Literature Review/Research Report to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

*Review:*

Videos: UTEP Library “Breakthrough Tutorials”

The following page provides links to a variety of “Breakthrough Tutorial” videos created by the UTEP Library: <http://libguides.utep.edu/content.php?pid=210333&sid=1751170>

I encourage you to check out all of these short, close captioned videos, but here are a few you might find particularly useful: Introduction to Online Databases, Search Strategies for Finding Articles, Encore, Compiling Your Sources: Books, Compiling Your Sources: E-Books.

Additional Research Resources:

Annotated List of Useful Library Databases: <http://writingcommons.org/open-text/information-literacy/library-and-internet-research/using-databases/848-annotated-list-of-useful-library-databases>

Annotated List of Useful Online Resources: <http://writingcommons.org/open-text/information-literacy/library-and-internet-research/web-search-strategies/853-annotated-list-of-useful-online-resources>

Academic Search Complete is a good starting point, and for certain topics, Opposing Viewpoints will also provide valuable resources. However, for Opposing Viewpoints, it is important that you do not rely on the short “Viewpoints” for your Lit Review’s source material; instead, you can use the variety of more substantial resources available through this database, including the sources on the Viewpoints’ reference pages. I also encourage you to go to “Articles & Databases” on the Library site and then to search by subject matter.

**6.3—WEEK SIX Moodle Items:**

***Attached Files***

How to Access an Article Through the UTEP Library (pdf)

Citation Matrix/Annotated Bibliography (docx)

Taking Notes on Sources for Your Lit Review (docx)

Revision Statement Example (pdf)

***Reading Discussion: DeVoss and Rosati (Plagiarism and the Web) (Advanced Forum)***

**To submit this activity:**

Begin by reading the following article:

DeVoss, D., & Rosati, A. C. (2002). “It wasn’t me, was it?” Plagiarism and the web. *Computers & Composition*, *19*(2), 191-204. Retrieved from <http://www.journals.elsevier.com/computers-and-composition/>

See “How to Access an Article Through the UTEP Library” for a detailed breakdown of how to find and save articles using the Library’s E-Journal search feature. You can also find this one by searching for the article name through Encore, then clicking on the “Articles” sidebar.

After reading the article, respond to the following prompt.

Summarize the piece:

* What is the authors’ main point?
* How do they support that point?
* What are some key terms, and what do they mean in the context of this article?

Synthesize the piece:

* Do you agree or disagree with DeVoss and Rosati’s claim and their take on the issue of plagiarism?
* Have you, like some of the students mentioned in this article, ever felt uncertain about whether you might be committing plagiarism? How can you make sure you avoid doing so?
* Pick out one quote from the article that really stands out to you, and explain why you find it significant.

Post your summary and synthesis, which should be at least 200 words, and respond to at least one classmate.

**Response due by midnight on Friday, October 2nd (S16: February 12th) through the Week 6 module. Response to a classmate due by midnight on Monday, October 5th (S16: February 15th).**

***Mini-Assignment Instructions: Citation Matrix/Annotated Bibliography (Item)***

**To submit this activity:**

Open and follow the instructions in “Citation Matrix/Annotated Bibliography,” which include compiling citations and annotations for at least 7 sources, as well as answering a series of quick questions. Save your work as a .doc or .docx with your username and the activity name as the save name (e.g., pdlaprade citation matrix), and attach the completed activity.

I encourage you to use the document titled “Taking Notes on Sources for Your Lit Review” as a guide while reading and annotating your sources. As you gather your sources, utilize the resources under “Read/Watch,” including the Library’s “Breakthrough Tutorials.”

**Due by midnight on Tuesday, October 6th (S16: February 16th) through the Week 7 module. *Late submissions will be accepted for up to half credit until Tuesday, October 13th (S16: February 23rd).***

**7.1—WEEK SEVEN Objectives and Summary:**

***Objectives***

* Progress with your research.
* Reflect on the concept of intertextuality.
* Decide how you will incorporate primary research into your Lit Review/Research Report.

***Summary***

First up, the Citation Matrix/Annotated Bib is due by Tuesday night. This is an important mini-assignment, as it calls on you to gather the bulk of the sources you will use in your Lit Review/Research Report.

This week’s discussion is about an article titled “Intertextuality and the Discourse Community.” I really like this article—I hope you’ll enjoy it too, and that you’ll see how it relates to the work you are doing on the Lit Review. While the “Deciding on Primary Research” activity is a quick one, please be thoughtful in deciding how to incorporate primary research into this paper.

As we move towards the due date for the Lit Review/Research Report, now would be a great time to move forward and get some writing done, building on the sources and annotations you collect in your Citation Matrix. Please continue to review the assignment instructions as you move forward, and check out the document titled “Pre-Fab Sentences” for examples you may find helpful as you incorporate your sources into your paper.

**7.2—WEEK SEVEN Checklist:**

**Do:**

Mini-Assignment: Citation Matrix/Annotated Bibliography

***Due by midnight on Tuesday, October 6th (S16: February 16th) through the Week 7 module. Late submissions will be accepted for up to half credit until Tuesday, October 13th (S16: February 23rd) through the Week 7 module.***

Reading Discussion: Porter (Intertextuality)

***Response due by midnight on Friday, October 9th (S16: February 19th) through the Week 7 module. Response to a classmate due by midnight on Monday, October 12th (S16: February 22nd).***

Activity: Deciding on Primary Research

***Due by midnight on Friday, October 9th (S16: February 19th) through the Week 7 module.***

**Literature Review/Research Report due by midnight on Sunday, October 25th (S16: March 6th**).

Optional Genre Analysis second drafts (including a revision statement on the title page) are due via email by midnight on Sunday, October 18th (S16: February 28th).

**Read/Watch:**

Porter, J. E. (1986). Intertextuality and the discourse community. *Rhetoric* Review, 5(1), 34-47. Retrieved from http://www.tandfonline.com/loi/hrhr20#.VWbb1M9Viko

See “How to Access an Article Through the UTEP Library” for a detailed breakdown of how to find and save articles using the Library’s E-Journal search feature.

Purdue OWL: What is Primary Research and How do I Get Started?: <https://owl.english.purdue.edu/owl/resource/559/01/>

Purdue OWL: Creating Good Interview and Survey Questions: <https://owl.english.purdue.edu/owl/resource/559/06/>

Pre-Fab Sentences (attached document)

*Review:*

Literature Review/Research Report Instructions

242-243: Overview

244-246: Guidelines

247-249: Rubric

Literature Review/Research Report Resources

250: Thinking about Research

251: Thinking about Ethics

252-253: Requesting an Interview

254: Writing the Introduction

255-256: Writing About Primary Research

257: Writing the Body Paragraphs

258: Creating a Graphic

259: Writing the Conclusion

260: Putting It All Together

261: Quick Guide: Writing an Abstract

262-276: Student Model #1

277-286: Student Model #2

287: Add the Literature Review/Research Report to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

*Review:*

Videos: UTEP Library “Breakthrough Tutorials”

The following page provides links to a variety of “Breakthrough Tutorial” videos created by the UTEP Library: <http://libguides.utep.edu/content.php?pid=210333&sid=1751170>

I encourage you to check out all of these short, close captioned videos, but here are a few you might find particularly useful: Introduction to Online Databases, Search Strategies for Finding Articles, Encore, Compiling Your Sources: Books, Compiling Your Sources: E-Books.

Additional Research Resources:

Annotated List of Useful Library Databases: <http://writingcommons.org/open-text/information-literacy/library-and-internet-research/using-databases/848-annotated-list-of-useful-library-databases>

Annotated List of Useful Online Resources: <http://writingcommons.org/open-text/information-literacy/library-and-internet-research/web-search-strategies/853-annotated-list-of-useful-online-resources>

Academic Search Complete is a good starting point, and for certain topics, Opposing Viewpoints will also provide valuable resources. However, for Opposing Viewpoints, it is important that you do not rely on the short “Viewpoints” for your Lit Review’s source material; instead, you can use the variety of more substantial resources available through this database, including the sources on the Viewpoints’ reference pages. I also encourage you to go to “Articles & Databases” on the Library site and then to search by subject matter.

**7.3—WEEK SEVEN Moodle Items:**

***Attached Files***

How to Access an Article Through the UTEP Library (pdf)

Citation Matrix/Annotated Bibliography (docx)

Taking Notes on Sources for Your Lit Review (docx)

Pre-Fab Sentences (docx)

Revision Statement Example (pdf)

***Mini-Assignment: Citation Matrix/Annotated Bibliography (Assignment)***

**To submit this activity:**

Open and follow the instructions in “Citation Matrix/Annotated Bibliography,” which include compiling citations and annotations for at least 7 sources, as well as answering a series of quick questions. Save your work as a .doc or .docx with your username and the activity name as the save name (e.g., pdlaprade citation matrix), and attach the completed activity.

I encourage you to use the document titled “Taking Notes on Sources for Your Lit Review” as a guide while reading and annotating your sources. As you gather your sources, utilize the resources under “Read/Watch,” including the Library’s “Breakthrough Tutorials.”

**Due by midnight on Tuesday, October 6th (S16: February 16th) through the Week 7 module. *Late submissions will be accepted for up to half credit until Tuesday, October 13th (S16: February 23rd).***

***Reading Discussion: Porter (Intertextuality) (Advanced Forum)***

**To submit this activity:**

Begin by reading the following article:

Porter, J. E. (1986). Intertextuality and the discourse community. *Rhetoric* Review, 5(1), 34-47. Retrieved from http://www.tandfonline.com/loi/hrhr20#.VWbb1M9Viko

See “How to Access an Article Through the UTEP Library” for a detailed breakdown of how to find and save articles using the Library’s E-Journal search feature.

After reading the article, respond to the following prompt.

Summarize the piece:

* What is the authors’ main point?
* How does he support that point?
* What are some key terms, and what do they mean in the context of this article?

Synthesize the piece:

* Do you agree or disagree with Porter’s claim about the intertextual nature of writing and his ideas about originality?
* How does the concept of intertextually relate to the work you’re doing for the Lit Review/Research Report?
* How does Porter’s treatment of the issue of plagiarism relate to DeVoss and Rosati’s?
* Pick out one quote from the article that really stands out to you, and explain why you find it significant.

Post your summary and synthesis, which should be at least 200 words, and respond to at least one classmate.

**Response due by midnight on Friday, October 9th (S16: February 19th) through the Week 7 module. Response to a classmate due by midnight on Monday, October 12th (S16: February 22nd).**

***Activity: Deciding on Primary Research (Assignment)***

**To submit this activity:**

This is a simple activity—I just want to make sure that at this point you know how you will incorporate primary research into your Lit Review/Research Report. Open a Word document and answer the following questions.

1. What form of primary research do you plan on using (survey, observation, interview, etc.)?
2. Do you plan on weaving your primary research throughout the paper, or will you set it up specifically with a research question?

The following pages from the Guide may prove useful as you make these decisions, and pp. 255-256 will be especially useful in answering question #2. The two quick Purdue OWL articles below that should also be helpful as you plan and complete your primary research.

252-253: Requesting an Interview

255-256: Writing About Primary Research

Purdue OWL: What is Primary Research and How do I Get Started?: <https://owl.english.purdue.edu/owl/resource/559/01/>

Purdue OWL: Creating Good Interview and Survey Questions: <https://owl.english.purdue.edu/owl/resource/559/06/> ; see the APA template or this Purdue OWL page (<https://owl.english.purdue.edu/owl/resource/560/11/>) for an example of how to cite an interview as a personal communication.

SurveyMonkey is a very popular survey tool with a friendly primate for a logo, and there’s a free version: <https://www.surveymonkey.com/>

Save your work as a .doc or .docx with your username and the activity name as the save name (e.g., pdlaprade deciding on primary research), and attach the completed activity.

**Due by midnight on Friday, October 9th (S16: February 19th) through the Week 7 module.**

**8.1—WEEK EIGHT Objectives and Summary:**

***Objectives***

* Reflect on the power of data/evidence, and consider its role in your Lit Review/Research Report.
* Build on the various invention and research exercises you have completed.
* Conduct primary research and incorporate an image.
* Write!

***Summary***

Your main responsibility this week is simply to write, as your Lit Review/Research Report is due next Sunday, October 25th. Draw on your Citation Matrix/Annotated Bib, and continue to refine your research as needed. This week’s activity is a video discussion for a TED Talk by Hans Rosling titled “Let my dataset change your mindset,” which I hope you’ll find interesting. As you watch it, consider what you can gain from his perspective on the nature and value of data, or evidence, and think about how his message applies to your Lit Review. In addition to completing your primary research, this would be a good week for you to incorporate an image into your Lit Review.

**8.2—WEEK EIGHT Checklist:**

**Do:**

Video Discussion: Rosling (Let my dataset change your mindset)

***Response due by midnight on Friday, October 16th (S16: February 26th) through the Week 8 module. Response to a classmate due by midnight on Monday, October 19th (S16: February 29th).***

**Literature Review/Research Report due by midnight on Sunday, October 25th (S16: March 6th**).

Optional Genre Analysis second drafts (including a revision statement on the title page) are due via email by midnight on Sunday, October 18th (S16: February 28th).

**Read/Watch:**

Purdue OWL: APA Tables & Figures 2 (<https://owl.english.purdue.edu/owl/resource/560/20/>)

The bottom of this page includes an example of how to label an image as a figure, which is also available in the APA Template. When you take a graph or image directly from a source, you must include a reference page citation for it in the figure. See p. 258 of the Guide for some advice on incorporating a graphic.

*Review:*

Literature Review/Research Report Instructions

242-243: Overview

244-246: Guidelines

247-249: Rubric

Literature Review/Research Report Resources

250: Thinking about Research

251: Thinking about Ethics

252-253: Requesting an Interview

254: Writing the Introduction

255-256: Writing About Primary Research

257: Writing the Body Paragraphs

258: Creating a Graphic

259: Writing the Conclusion

260: Putting It All Together

261: Quick Guide: Writing an Abstract

262-276: Student Model #1

277-286: Student Model #2

287: Add the Literature Review/Research Report to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

*Review:*

Videos: UTEP Library “Breakthrough Tutorials”

The following page provides links to a variety of “Breakthrough Tutorial” videos created by the UTEP Library: <http://libguides.utep.edu/content.php?pid=210333&sid=1751170>

I encourage you to check out all of these short, close captioned videos, but here are a few you might find particularly useful: Introduction to Online Databases, Search Strategies for Finding Articles, Encore, Compiling Your Sources: Books, Compiling Your Sources: E-Books.

Additional Research Resources:

Annotated List of Useful Library Databases: <http://writingcommons.org/open-text/information-literacy/library-and-internet-research/using-databases/848-annotated-list-of-useful-library-databases>

Annotated List of Useful Online Resources: <http://writingcommons.org/open-text/information-literacy/library-and-internet-research/web-search-strategies/853-annotated-list-of-useful-online-resources>

Academic Search Complete is a good starting point, and for certain topics, Opposing Viewpoints will also provide valuable resources. However, for Opposing Viewpoints, it is important that you do not rely on the short “Viewpoints” for your Lit Review’s source material; instead, you can use the variety of more substantial resources available through this database, including the sources on the Viewpoints’ reference pages. I also encourage you to go to “Articles & Databases” on the Library site and then to search by subject matter.

*Review:*

Purdue OWL: What is Primary Research and How do I Get Started?: <https://owl.english.purdue.edu/owl/resource/559/01/>

Purdue OWL: Creating Good Interview and Survey Questions: <https://owl.english.purdue.edu/owl/resource/559/06/> ; see the APA template or this Purdue OWL page (<https://owl.english.purdue.edu/owl/resource/560/11/>) for an example of how to cite an interview as a personal communication.

SurveyMonkey is a very popular survey tool with a friendly primate for a logo, and there’s a free version: <https://www.surveymonkey.com/>

Pre-Fab Sentences (attached document)

**8.3—WEEK EIGHT Moodle Items:**

***Attached Files***

Pre-Fab Sentences (docx)

Revision Statement Example (pdf)

***Video Discussion: Rosling (Let my dataset change your mindset) (Advanced Forum)***

**To submit this activity:**

Begin by watching the following video: <https://www.youtube.com/watch?v=KVhWqwnZ1eM> (22.29) (Transcript: https://www.ted.com/talks/hans\_rosling\_at\_state/transcript?language=en)

After watching the video, respond to the following prompt:

Summarize the piece:

* What is the speaker’s main point?
* How does he support that point?
* What are some key terms, and what do they mean in the context of this video?

Synthesize the piece:

* Do you agree or disagree with Rosling’s claims and his application of data to issues of poverty, health, and economic development?
* How does Rosling’s talk and his treatment of the concept of data/evidence relate to the work you’re doing for the Lit Review/Research Report? Will this new perspective change how you formulate your primary research, or anything else about how you approach this assignment?
* Pick out one quote (or just an important point or engaging visual) from the video that really stands out to you, and explain why you find it significant.

Post your summary and synthesis, which should be at least 200 words, and respond to at least one classmate.

**Response due by midnight on Friday, October 16th (S16: February 26th) through the Week 8 module. Response to a classmate due by midnight on Monday, October 19th (S16: February 29th).**

**9.1—WEEK NINE Objectives and Summary:**

***Objectives***

* Complete your Lit Review/Research Report.
* Turn your attention towards either the Digital Source Analysis or the Documentary.
* Write!

***Summary***

Your mission this week, should you choose to accept it, is to complete your Lit Review/Research Report (despite the reference to *Mission: Impossible*, your mission this week is very possible). Continue drawing on all the work you have done to this point, consult the instructions, and get some writing done. I encourage you to review and revise your work as you finish up this major assignment. After submitting your assignment, please don’t forget to also e-mail it to your group-mates.

For your next assignment, you will have a choice between two assignments: the Digital Source Analysis and the Documentary. The DSA provides an opportunity for you to engage with and analyze online sources, while the Documentary provides an opportunity for you to practice or learn multimedia skills by creating an argumentative video. Please read the instructions for both assignments and consider which you think you will find more interesting and enjoyable. You will need to make your choice by next Wednesday.

**9.2—WEEK NINE Checklist:**

**Do:**

Work on your Lit Review/Research Report, which is due Sunday night!

Activity: Lit Review/Research Report Peer Review

*Peer review responses due by midnight on Wednesday, October 28th (S16: March 9th) through the Week 10 module.*

Activity: Choosing an Assignment

*Due by midnight on Wednesday, October 28th (S16: March 9th) through the Week 10 module.*

**Literature Review/Research Report due by midnight on Sunday, October 25th (S16: March 6th**) **through the Week 9 module.**

**Read/Watch:**

*Read:*

Digital Source Analysis Instructions (attached document)

***Alternative Assignment: Documentary Instructions (Do either the Digital Source Analysis or the Documentary, not both.)***

Guide:

Documentary Instructions

288-290: Overview

291-292: Guidelines (For this class, the length requirement is 4-7 minutes, not 5-7 minutes.)

293-294: Rubric

Documentary Resources

295: Creating an Outline

300: Add the Documentary to your Advocacy Website

*There are various tutorials for different programs, including iMove and Movie Maker, available on YouTube.*

\*6-8: Table of Contents for 1302 Materials

*Review:*

Literature Review/Research Report Instructions

242-243: Overview

244-246: Guidelines

247-249: Rubric

Literature Review/Research Report Resources

250: Thinking about Research

251: Thinking about Ethics

252-253: Requesting an Interview

254: Writing the Introduction

255-256: Writing About Primary Research

257: Writing the Body Paragraphs

258: Creating a Graphic

259: Writing the Conclusion

260: Putting It All Together

261: Quick Guide: Writing an Abstract

262-276: Student Model #1

277-286: Student Model #2

287: Add the Literature Review/Research Report to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

*Review:*

Videos: UTEP Library “Breakthrough Tutorials”

The following page provides links to a variety of “Breakthrough Tutorial” videos created by the UTEP Library: <http://libguides.utep.edu/content.php?pid=210333&sid=1751170>

I encourage you to check out all of these short, close captioned videos, but here are a few you might find particularly useful: Introduction to Online Databases, Search Strategies for Finding Articles, Encore, Compiling Your Sources: Books, Compiling Your Sources: E-Books.

Additional Research Resources:

Annotated List of Useful Library Databases: <http://writingcommons.org/open-text/information-literacy/library-and-internet-research/using-databases/848-annotated-list-of-useful-library-databases>

Annotated List of Useful Online Resources: <http://writingcommons.org/open-text/information-literacy/library-and-internet-research/web-search-strategies/853-annotated-list-of-useful-online-resources>

Academic Search Complete is a good starting point, and for certain topics, Opposing Viewpoints will also provide valuable resources. However, for Opposing Viewpoints, it is important that you do not rely on the short “Viewpoints” for your Lit Review’s source material; instead, you can use the variety of more substantial resources available through this database, including the sources on the Viewpoints’ reference pages. I also encourage you to go to “Articles & Databases” on the Library site and then to search by subject matter.

*Review:*

Purdue OWL: What is Primary Research and How do I Get Started?: <https://owl.english.purdue.edu/owl/resource/559/01/>

Purdue OWL: Creating Good Interview and Survey Questions: <https://owl.english.purdue.edu/owl/resource/559/06/>; see the APA template or this Purdue OWL page (<https://owl.english.purdue.edu/owl/resource/560/11/>) for an example of how to cite an interview as a personal communication.

Purdue OWL: APA Tables & Figures 2 (<https://owl.english.purdue.edu/owl/resource/560/20/>)

The bottom of this page includes an example of how to label an image as a figure, which is also available in the APA Template. When you take a graph or image directly from a source, you must include a reference page citation for it in the figure. See p. 258 of the Guide for some advice on incorporating a graphic.

SurveyMonkey is a very popular survey tool with a friendly primate for a logo, and there’s a free version: <https://www.surveymonkey.com/>

Purdue OWL: Reverse Outlining: An Exercise for Taking Notes and Revising Your Work: <https://owl.english.purdue.edu/owl/resource/689/1/>

Reverse outlining is a cool way of monitoring that individual paragraphs are cohesive and serve a purpose, both when you first write them and as you revise them.

Pre-Fab Sentences (attached document)

**9.3—WEEK NINE Moodle Items:**

***Attached Files***

Pre-Fab Sentences (docx)

Digital Source Analysis Instructions (pdf)

Peer Review Questions Lit Review (docx)

Peer Review Groups (pdf)

Peer Review FAQ (pdf)

***Assignment: TURN IN YOUR LITERATURE REVIEW/RESEARCH REPORT HERE (Assignment)***

Submit your Lit Review/Research Report here as a .doc or .docx, using your username and the assignment as the save name (e.g., pdlaprade lit review).

As part of next week’s peer review activity, also email your Lit Review/Research Report to your group-mates. Make sure to cc me so I know you’ve sent it.

**Literature Review/Research Report due by midnight on Sunday, October 25th (S16: March 6th**).

***Activity Instructions: Lit Review/Research Report Peer Review (Item)***

Please read the following instructions carefully before completing your peer review responses:

1. Open the attached documents titled "Peer Review Questions Lit Review” and “Peer Review Groups.”
2. Email your Lit Review/Research Report to your group-mates. Make sure to cc me so I know you’ve sent it.
3. After reading your first group-mate's paper, answer the questions listed in “Peer Review Lit Review.” Save your document as follows: reviewer writer assignment (e.g., pdlaprade evedder lit review). Note that these questions are fairly involved, as I want you to really engage with your peers’ writing. *Please take the time to put some thought into your responses*.
4. Email your response to your group-mate. Include your peer review response as an attachment, and, for your group-mate's convenience, also copy and paste the questions and your answers into the email.
5. Repeat steps 2 and 3 for your other group-mates. (A good way to do this is to start with the same document you used for your first group-mate, then replace your answers to the required questions, then go to File-->Save As and change the save name. You shouldn't lose your original document as long as you do this through "Save As" instead of just clicking on "Save" or the floppy disk icon, but be careful. You can also just save the "Peer Review Questions Lit Review" document and open it up every time you start a new peer review response.)

**Submit all of your peer review responses to me through the Week 10 assignment titled "Activity: Turn in Your Lit Review Peer Review Responses Here." Attach each peer review response separately as a .doc or .dox within the same submission; do not copy and paste your work into the text box.**

**Peer review responses due by midnight on Wednesday, October 28th (S16: March 9th) through the Week 10 module.**

***Activity Instructions: Choosing an Assignment (Item)***

**To submit this activity:**

After reading the instructions for both the Digital Source Analysis and Documentary assignments, simply tell me which assignment is your choice. Save the document (using your username and the activity name as the save name, e.g., pdlaprade choosing assignment) as a .doc or .docx, and attach the completed activity.

**Due by midnight** **on Wednesday, October 28th (S16: March 9th) through the Week 10 module.**

**10.1—WEEK TEN Objectives and Summary:**

***Objectives***

* Engage with your classmates’ writing, and reflect on your own Lit Review.
* Choose either the Digital Source Analysis or the Documentary as your next assignment.
* Evaluate an online article.
* Move forward with your assignment of choice.

***Summary***

If you haven’t already done this, your first priority this week should be to give your group-mates thoughtful feedback on their Literature Review/Research Reports, and also to reflect on the feedback they provided you. Make sure to carefully follow the peer review instructions listed below. The peer review questions for this assignment are detailed—I want you to really engage with your peers’ writing. Please take the time to provide thoughtful feedback, and keep in mind that you don’t have to provide feedback to very many people! As you reflect on your work, I encourage you to complete a Literature Review reflective response for extra credit.

Next, it is very important that you choose either the Digital Source Analysis or the Documentary as your next assignment. Once you have informed me of your choice, feel free to move forward with that assignment. In this week’s module, you’ll find a couple of resources for both assignments. If you choose the Documentary, it is especially important that you learn or refresh your video editing skills sooner rather than later.

This week’s activity calls on you to evaluate an online source by answering some questions about its apparent credibility, accuracy, and objectivity. This is a skill I would like you to practice regardless of whether you choose the Documentary or the Digital Source Analysis.

Lastly, this would be a great time for you to modify and incorporate your Literature Review/Research Report into your Advocacy Website.

**10.2—WEEK TEN Checklist:**

**Do:**

Activity: Lit Review/Research Report Peer Review

*Peer review responses due by midnight on Wednesday, October 28th (S16: March 9th) through the Week 10 module.*

Activity: Choosing an Assignment

*Due by midnight on Wednesday, October 28th (S16: March 9th) through the Week 10 module.*

Activity: Evaluating an Online Article (OR Evaluating an Online Source w/ Video)

*Due by midnight on Friday, October 30th (S16: March 11th) through the Week 10 module.*

Extra Credit Activity: Lit Review Reflective Response

*Due by midnight on Sunday, November 1st (S16: March 13th) through the Week 10 module.*

**Digital Source Analysis OR Documentary due by midnight on Sunday, November 15th (S16: March 27th**).

Optional Lit Review/Research Report second drafts (including a revision statement on the title page) are due via email by midnight on Sunday, November 22nd (S16: April 3rd). I’ll do my best to get grade feedback to everyone by two weeks prior to that date (November 8th [S16: March 20th]).

**Read/Watch:**

*Digital Source Analysis and Documentary:*

Purdue OWL: Using Rhetorical Strategies for Persuasion: <https://owl.english.purdue.edu/owl/resource/588/04/>

Use this resource to review the classical rhetorical appeals (ethos, pathos, and logos), which you will need to incorporate into either your Digital Source Analysis or into the argument you make in your Documentary . The following video (<https://www.youtube.com/watch?v=gf81d0YS58E>) provides a good general explanation of these appeals, but in addition to establishing strong moral character, keep in mind that ethos also appeals to the broader credibility/reliability of the author.

Logical Fallacy Resources: <https://owl.english.purdue.edu/owl/resource/659/03/>, <http://www.informationisbeautiful.net/visualizations/rhetological-fallacies/>, <https://bookofbadarguments.com/?view=allpages>

You may choose to identify logical fallacies in the sources you use for your Digital Source Analysis, and if you are creating a Documentary you will want to avoid committing logical fallacies.

*Digital Source Analysis:*

Evaluating Internet Sources: Tips and Tricks for Evaluating Website: <http://www.library.illinois.edu/ugl/howdoi/webeval.html>

Facebook vs. Twitter: Know Whom You’re Writing For: <http://www.socialnomics.net/2013/03/15/facebook-vs-twitter-know-whom-you%E2%80%99re-writing-for/>

This article may be useful if you analyze the effectiveness of social media posts for your Digital Source Analysis.

*Documentary*:

Watch a video editing tutorial for iMovie, Movie Maker, or another program of your choice. There are various free video tutorials available on YouTube. Here are written tutorials for iMovie and Movie Maker: <http://www.dummies.com/how-to/content/knowing-what-you-can-do-with-imovie.html>, <http://www.dummies.com/how-to/content/windows-live-movie-maker-create-edit-and-view-movi.html> (\*Please note that, contrary to what these URLs might suggest, I don’t think you’re dummies.)

Uploading videos to YouTube and Vimeo: <https://support.google.com/youtube/answer/57407?hl=en>, <https://vimeo.com/help/faq/uploading-to-vimeo>

*Review:*

Digital Source Analysis Instructions (attached document)

***Alternative Assignment: Documentary Instructions (Do either the Digital Source Analysis or the Documentary, not both.)***

Guide:

Documentary Instructions

288-290: Overview

291-292: Guidelines (For this class, the length requirement is 4-7 minutes, not 5-7 minutes.)

293-294: Rubric

Documentary Resources

295: Creating an Outline

300: Add the Documentary to your Advocacy Website

*There are various tutorials for different programs, including iMove and Movie Maker, available on YouTube.*

\*6-8: Table of Contents for 1302 Materials

Advocacy Website Instructions

208-209: Overview

210-211: Guidelines

212-213: Rubric

214-215: Thinking About Design

\*6-8: Table of Contents for 1302 Materials

Weebly tutorial: ([https://vimeo.com/100966309](https://webmail.utep.edu/owa/redir.aspx?C=U7-P8IuY_Eqm2BSNGFXHRx7cxWCKj9EIGAK0_LuavX4gQdamGLcEAgHv_T6gRkY9V5x2qpZBsh0.&URL=https%3a%2f%2fvimeo.com%2f100966309)), Wix tutorial:

(<http://www.wix.com/support/main/html5>). There are a variety of other website

builders, several of which are listed in the instructions.

Webby Award Winners: Websites: Activism: <http://www.webbyawards.com/winners/2015/>

You’ll need to scroll down a bit to see the winning websites in the activism category.

Purdue OWL: Reverse Outlining: An Exercise for Taking Notes and Revising Your Work: <https://owl.english.purdue.edu/owl/resource/689/1/>

Reverse outlining is a cool way of monitoring that individual paragraphs are cohesive and serve a purpose, both when you first write them and as you revise them.

**10.3—WEEK TEN Moodle Items:**

***Attached Files***

Digital Source Analysis Instructions (pdf)

Peer Review Questions Lit Review (docx)

Peer Review Groups (pdf)

Peer Review FAQ (pdf)

Revision Statement Example (pdf)

***Activity: Lit Review/Research Report Peer Review (Assignment)***

Please read the following instructions carefully before completing your peer review responses:

1. Open the attached documents titled "Peer Review Questions Lit Review” and “Peer Review Groups.”
2. Email your Lit Review/Research Report to your group-mates. Make sure to cc me so I know you’ve sent it.
3. After reading your first group-mate's paper, answer the questions listed in “Peer Review Lit Review.” Save your document as follows: reviewer writer assignment (e.g., pdlaprade evedder lit review). Note that these questions are fairly involved, as I want you to really engage with your peers’ writing. *Please take the time to put some thought into your responses.*
4. Email your response to your group-mate. Include your peer review response as an attachment, and, for your group-mate's convenience, also copy and paste the questions and your answers into the email.
5. Repeat steps 2 and 3 for your other group-mates. (A good way to do this is to start with the same document you used for your first group-mate, then replace your answers to the required questions, then go to File-->Save As and change the save name. You shouldn't lose your original document as long as you do this through "Save As" instead of just clicking on "Save" or the floppy disk icon, but be careful. You can also just save the "Peer Review Questions Lit Review" document and open it up every time you start a new peer review response.)

**Submit all of your peer review responses to me through the Week 10 assignment titled "Activity: Turn in Your Lit Review Peer Review Responses Here." Attach each peer review response separately as a .doc or .dox within the same submission; do not copy and paste your work into the text box.**

**Peer review responses due by midnight on Wednesday, October 28th (S16: March 9th) through the Week 10 module.**

***Activity: Choosing an Assignment (Assignment)***

**To submit this activity:**

After reading the instructions for both the Digital Source Analysis and Documentary assignments, simply tell me which assignment is your choice. Save the document (using your username and the activity name as the save name, e.g., pdlaprade choosing assignment) as a .doc or .docx, and attach the completed activity.

**Due by midnight** **on Wednesday, October 28th (S16: March 9th) through the Week 10 module.**

***Activity: Evaluating an Online Article (Assignment)*** (OR Evaluating an Online Source w/ Video)

**To submit this activity:**

Begin by reading the following article (if you chose the Digital Source Analysis assignment, consider how this article’s content might relate to it): <http://www.inc.com/steve-tobak/does-social-media-content-have-any-credibility.html>

Next, answer the following questions (courtesy of this site: <http://www.library.illinois.edu/ugl/howdoi/webeval.html>):

### “What is the authority of the page?

Look for information on the author of the site. On the Internet anyone can pose as an authority.

* Is the author's name visible? Does the author have an affiliation with an organization or institution?
* Does the author list his or her credentials? Are they relevant to the information presented?
* Is there a mailing address or telephone number included, as well as an e-mail address?

### Is the information accurate and objective?

There are no standards or controls on the accuracy of information available via the Internet.   
The Internet can be used by anyone as a sounding board for their thoughts and opinions.

* How accurate is the information presented? Are sources of factual information or statistics cited? Is there a bibliography included?
* Compare the page to related sources, electronic or print, for assistance in determining accuracy.
* Does the page exhibit a particular point of view or bias?
* Is the site objective? Is there a reason the site is presenting a particular point of view on a topic?
* Does the page contain advertising? This may impact the content of the information included. Look carefully to see if there is a relationship between the advertising and the content, or whether the advertising is simply providing financial support for the page.”

Make sure you answer each of the eight bullet points. When you’re done, save the document (using your username and the activity name as the save name, e.g., pdlaprade evaluating online source) as a .doc or .docx, and attach the completed activity.

**Due by midnight** **on Friday, October 30th (S16: March 11th) through the Week 10 module.**

***Extra Credit Activity: Lit Review Reflective Response (Assignment)***

**To submit this activity:**

Write a reflective response paper in which you discuss your experience writing the Lit Review/Research Report. You can discuss what you learned, what difficulties you experienced, and how well you think you performed on this assignment. Consider how you feel about your research skills at this point and how you might want to build on them in the future. If you are revising your paper, discuss the changes you plan to make.

This response is worth a maximum of 10 points (1% of your grade). For full credit, write at least 350 words. When you’re done, save the document (using your username and the activity name as the save name, e.g., pdlaprade extra credit reflective response) as a .doc or .docx, and attach the completed activity.

**Due by midnight** **on Sunday, November 1st (S16: March 13th) through the Week 10 module.**

**11.1—WEEK ELEVEN Objectives and Summary:**

***Objectives***

* Progress with your Digital Source Analysis or Documentary.
* Revisit the Advocacy Website instructions.
* Prepare for the last four weeks of the semester.

***Summary***

This week, your main responsibility is to move forward with either your Digital Source Analysis or Documentary. This week’s activity encourages you to do just that, as you will either gather and describe a handful of sources for your DSA or create a storyboard for your Documentary.

Including this week, there are now four weeks remaining in the semester. With that in mind, it is important at this point that you know what is ahead of you and that you have a plan in place for how and when you will complete the remaining work. If you haven’t done so recently, please revisit the Advocacy Website instructions. Also read the instructions for the Online Opinion Piece, which you will submit as part of your Advocacy Website at the end of Week 14. You are welcome to start planning this assignment now, though you can also wait until you complete either your DSA or Documentary, which are due next Sunday night. The Op-Ed is a short written argument (500-750 words, about 2-3 double-spaced pages) with visual features. Being concise can be difficult, so make sure to provide yourself plenty of time for this assignment despite how short it is.

**11.2—WEEK ELEVEN Checklist:**

**Do:**

Activity: DSA Mini-Annotated Bib OR Documentary Storyboard

*Due by midnight on Friday, November 6th (S16: March 18th) through the Week 11 module.*

**Digital Source Analysis OR Documentary due by midnight on Sunday, November 15th (S16: March 27th**).

Optional Lit Review/Research Report second drafts (including a revision statement on the title page) are due via email by midnight on Sunday, November 22nd (S16: April 3rd). I’ll do my best to get grade feedback to everyone by two weeks prior to that date (November 8th [S16: March 20th]).

**Read/Watch:**

Guide:

Online Opinion Piece Instructions

307-308: Overview

309-310: Guidelines

311-312: Rubric

Online Opinion Piece Resources

313-315: Putting It All Together

316: Quick Guide: Being Succinct

317-323: Samples

324: Add the Online Opinion Piece to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

Ten Tips on Writing Opinion Pieces: <http://www.virginia.edu/topnews/facultyopinions/tips.html>

*Review:*

Digital Source Analysis Instructions (attached document)

***Alternative Assignment: Documentary Instructions (Do either the Digital Source Analysis or the Documentary, not both.)***

Documentary Instructions

288-290: Overview

291-292: Guidelines (For this class, the length requirement is 4-7 minutes, not 5-7 minutes.)

293-294: Rubric

Documentary Resources

295: Creating an Outline

300: Add the Documentary to your Advocacy Website

*There are various tutorials for different programs, including iMove and Movie Maker, available on YouTube.*

\*6-8: Table of Contents for 1302 Materials

*Review:*

Advocacy Website Instructions

208-209: Overview

210-211: Guidelines

212-213: Rubric

214-215: Thinking About Design

\*6-8: Table of Contents for 1302 Materials

Weebly tutorial: ([https://vimeo.com/100966309](https://webmail.utep.edu/owa/redir.aspx?C=U7-P8IuY_Eqm2BSNGFXHRx7cxWCKj9EIGAK0_LuavX4gQdamGLcEAgHv_T6gRkY9V5x2qpZBsh0.&URL=https%3a%2f%2fvimeo.com%2f100966309)), Wix tutorial:

(<http://www.wix.com/support/main/html5>). There are a variety of other website

builders, several of which are listed in the instructions.

Webby Award Winners: Websites: Activism: <http://www.webbyawards.com/winners/2015/>

You’ll need to scroll down a bit to see the winning websites in the activism category.

*Review:*

*Digital Source Analysis and Documentary:*

Purdue OWL: Using Rhetorical Strategies for Persuasion: <https://owl.english.purdue.edu/owl/resource/588/04/>

Use this resource to review the classical rhetorical appeals (ethos, pathos, and logos), which you will need to incorporate into either your Digital Source Analysis or into the argument you make in your Documentary . The following video (<https://www.youtube.com/watch?v=gf81d0YS58E>) provides a good general explanation of these appeals, but in addition to establishing strong moral character, keep in mind that ethos also appeals to the broader credibility/reliability of the author.

Logical Fallacy Resources: <https://owl.english.purdue.edu/owl/resource/659/03/>, <http://www.informationisbeautiful.net/visualizations/rhetological-fallacies/>, <https://bookofbadarguments.com/?view=allpages>

You may choose to identify logical fallacies in the sources you use for your Digital Source Analysis, and if you are creating a Documentary you will want to avoid committing logical fallacies.

*Digital Source Analysis:*

Evaluating Internet Sources: Tips and Tricks for Evaluating Website: <http://www.library.illinois.edu/ugl/howdoi/webeval.html>

Facebook vs. Twitter: Know Whom You’re Writing For: <http://www.socialnomics.net/2013/03/15/facebook-vs-twitter-know-whom-you%E2%80%99re-writing-for/>

This article may be useful if you analyze the effectiveness of social media posts for your Digital Source Analysis.

*Documentary*:

Watch a video editing tutorial for iMovie, Movie Maker, or another program of your choice. There are various free video tutorials available on YouTube. Here are written tutorials for iMovie and Movie Maker: <http://www.dummies.com/how-to/content/knowing-what-you-can-do-with-imovie.html>, <http://www.dummies.com/how-to/content/windows-live-movie-maker-create-edit-and-view-movi.html> (\*Please note that, contrary to what these URLs might suggest, I don’t think you’re dummies.)

Uploading videos to YouTube and Vimeo: <https://support.google.com/youtube/answer/57407?hl=en>, <https://vimeo.com/help/faq/uploading-to-vimeo>

**11.3—WEEK ELEVEN Moodle Items:**

***Attached Files***

Digital Source Analysis Instructions (pdf)

Revision Statement Example (pdf)

***Activity: DSA Mini-Annotated Bib OR Documentary Storyboard (Assignment)***

**To submit this activity:**

*Digital Source Analysis Mini-Annotated Bib:* Submit reference page citations along with 3-5 sentence descriptions for three sources you plan on using for your DSA. Save the document (using your username and the activity name as the save name, e.g., pdlaprade dsa mini-bib) as a .doc or .docx, and attach the completed activity.

*Documentary Storyboard:* Submit a documentary storyboard with 7-10 slides using PowerPoint, Prezi, or a similar program. Each slide should include visual and textual information and, taken together, your storyboard should provide a clear sense of how you are planning to organize your Documentary. For a PowerPoint, save the document (using your username and the activity name as the save name, e.g., pdlaprade doc storyboard) as a .doc or .docx, and attach the completed activity. For a Prezi, double check and submit a link to your storyboard.

**Due by midnight** **on Friday, November 6th (S16: March 18th) through the Week 11 module.**

**12.1—WEEK TWELVE Objectives and Summary:**

***Objectives***

* Complete your Digital Source Analysis OR Documentary.
* Turn your attention towards the Advocacy Website and Online Opinion Piece.
* Write!

***Summary***

This week should be devoted mainly to finishing and submitting either your Digital Source Analysis or Documentary. If you are making a Documentary, make sure to build in some time to upload it to YouTube or Vimeo, and make sure to double check that your link works. There is no additional activity to complete this week, so please take some time to review the Advocacy Website and Online Opinion Piece instructions. These assignments will be turned in together at the end of week 14, so I recommend that you transition to working on them soon after completing your DSA or Documentary.

If you are completing a DSA, the Online Opinion Piece allows you to move from analyzing argumentation in online sources to creating your own argument intended for an online. If you are completing a Documentary, the Online Opinion Piece provides an opportunity for you to again practice multimodal argumentation, but in a different format.

**12.2—WEEK TWELVE Checklist:**

**Do:**

Work on your Digital Source Analysis OR Documentary, which is due Sunday night!

**Digital Source Analysis OR Documentary due by midnight on Sunday, November 15th (S16: March 27th**).

**Advocacy Website, including Online Opinion Piece, due by midnight on Sunday, November 29th (S16: April 10th**).

Optional Lit Review/Research Report second drafts (including a revision statement on the title page) are due via email by midnight on Sunday, November 22nd (S16: April 3rd).

**Read/Watch:**

*Review:*

Digital Source Analysis Instructions (attached document)

***Alternative Assignment: Documentary Instructions (Do either the Digital Source Analysis or the Documentary, not both.)***

Guide:

Documentary Instructions

288-290: Overview

291-292: Guidelines (For this class, the length requirement is 4-7 minutes, not 5-7 minutes.)

293-294: Rubric

Documentary Resources

295: Creating an Outline

300: Add the Documentary to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

*There are various tutorials for different programs, including iMove and Movie Maker, available on YouTube.*

*Review:*

Online Opinion Piece Instructions

307-308: Overview

309-310: Guidelines

311-312: Rubric

Online Opinion Piece Resources

313-315: Putting It All Together

316: Quick Guide: Being Succinct

317-323: Samples

324: Add the Online Opinion Piece to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

Ten Tips on Writing Opinion Pieces: <http://www.virginia.edu/topnews/facultyopinions/tips.html>

*Review:*

Advocacy Website Instructions

208-209: Overview

210-211: Guidelines

212-213: Rubric

214-215: Thinking About Design

\*6-8: Table of Contents for 1302 Materials

Weebly tutorial: ([https://vimeo.com/100966309](https://webmail.utep.edu/owa/redir.aspx?C=U7-P8IuY_Eqm2BSNGFXHRx7cxWCKj9EIGAK0_LuavX4gQdamGLcEAgHv_T6gRkY9V5x2qpZBsh0.&URL=https%3a%2f%2fvimeo.com%2f100966309)), Wix tutorial:

(<http://www.wix.com/support/main/html5>). There are a variety of other website

builders, several of which are listed in the instructions.

Webby Award Winners: Websites: Activism: <http://www.webbyawards.com/winners/2015/>

You’ll need to scroll down a bit to see the winning websites in the activism category.

*Review:*

*Digital Source Analysis and Documentary:*

Purdue OWL: Using Rhetorical Strategies for Persuasion: <https://owl.english.purdue.edu/owl/resource/588/04/>

Use this resource to review the classical rhetorical appeals (ethos, pathos, and logos), which you will need to incorporate into either your Digital Source Analysis or into the argument you make in your Documentary . The following video (<https://www.youtube.com/watch?v=gf81d0YS58E>) provides a good general explanation of these appeals, but in addition to establishing strong moral character, keep in mind that ethos also appeals to the broader credibility/reliability of the author.

Logical Fallacy Resources: <https://owl.english.purdue.edu/owl/resource/659/03/>, <http://www.informationisbeautiful.net/visualizations/rhetological-fallacies/>, <https://bookofbadarguments.com/?view=allpages>

You may choose to identify logical fallacies in the sources you use for your Digital Source Analysis, and if you are creating a Documentary you will want to avoid committing logical fallacies.

*Digital Source Analysis:*

Evaluating Internet Sources: Tips and Tricks for Evaluating Website: <http://www.library.illinois.edu/ugl/howdoi/webeval.html>

Facebook vs. Twitter: Know Whom You’re Writing For: <http://www.socialnomics.net/2013/03/15/facebook-vs-twitter-know-whom-you%E2%80%99re-writing-for/>

This article may be useful if you analyze the effectiveness of social media posts for your Digital Source Analysis.

*Documentary*:

Watch a video editing tutorial for iMovie, Movie Maker, or another program of your choice. There are various free video tutorials available on YouTube. Here are written tutorials for iMovie and Movie Maker: <http://www.dummies.com/how-to/content/knowing-what-you-can-do-with-imovie.html>, <http://www.dummies.com/how-to/content/windows-live-movie-maker-create-edit-and-view-movi.html> (\*Please note that, contrary to what these URLs might suggest, I don’t think you’re dummies.)

Uploading videos to YouTube and Vimeo: <https://support.google.com/youtube/answer/57407?hl=en>, <https://vimeo.com/help/faq/uploading-to-vimeo>

**12.3—WEEK TWELVE Moodle Items:**

***Attached Files***

Digital Source Analysis Instructions (pdf)

Revision Statement Example (pdf)

***Assignment: TURN IN YOUR DIGITAL SOURCE ANALYSIS or DOCUMENTARY HERE (Assignment)***

*Digital Source Analysis:* Submit your Digital Source Analysis here as a .doc or .docx, using your username and the assignment as the save name (e.g., pdlaprade digital source analysis).

*Documentary:* Submit a working YouTube or Vimeo link for your Documentary. Make sure to double check your link!

**Digital Source Analysis OR Documentary due by midnight on Sunday, November 15th (S16: March 27th**).

**13.1—WEEK THIRTEEN Objectives and Summary:**

***Objectives***

* Find and analyze an opinion piece.
* Gain a better understanding of opinion pieces and advocacy websites as genres.
* Progress with your Advocacy Website and Online Opinion Piece.

***Summary***

Believe it or not, next week is our last week, so make sure you have a solid plan in place for the rest of the course and that you work gradually on completing the Advocacy Website and Online Opinion Piece, which you will turn in together.

This week’s activity is designed to give you a better understanding of opinion pieces as a genre. If you haven’t already read them, now would be a great time to read “Ten Tips on Writing Opinion Pieces” (<http://www.virginia.edu/topnews/facultyopinions/tips.html>) and to check out the Webby Awards’ best website winners in the activism category: <http://www.webbyawards.com/winners/2015/>

**13.2—WEEK THIRTEEN Checklist:**

**Do:**

Discussion Activity: Analyzing an Opinion Piece

***Response due by midnight on Friday, November 20th (S16: April 1st) through the Week 13 module. Response to a classmate due by midnight on Monday, November 23rd (S16: April 4th).***

**Advocacy Website, including Online Opinion Piece, due by midnight on Sunday, November 29th (S16: April 10th**).

Optional Lit Review/Research Report second drafts (including a revision statement on the title page) are due via email by midnight on Sunday, November 22nd (S16: April 3rd).

**Read/Watch:**

*Review:*

Online Opinion Piece Instructions

307-308: Overview

309-310: Guidelines

311-312: Rubric

Online Opinion Piece Resources

313-315: Putting It All Together

316: Quick Guide: Being Succinct

317-323: Samples

324: Add the Online Opinion Piece to your Advocacy Website

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Ten Tips on Writing Opinion Pieces: <http://www.virginia.edu/topnews/facultyopinions/tips.html>

*Review:*

Advocacy Website Instructions

208-209: Overview

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214-215: Thinking About Design

\*6-8: Table of Contents for 1302 Materials

Weebly tutorial: ([https://vimeo.com/100966309](https://webmail.utep.edu/owa/redir.aspx?C=U7-P8IuY_Eqm2BSNGFXHRx7cxWCKj9EIGAK0_LuavX4gQdamGLcEAgHv_T6gRkY9V5x2qpZBsh0.&URL=https%3a%2f%2fvimeo.com%2f100966309)), Wix tutorial:

(<http://www.wix.com/support/main/html5>). There are a variety of other website

builders, several of which are listed in the instructions.

Webby Award Winners: Websites: Activism: <http://www.webbyawards.com/winners/2015/>

You’ll need to scroll down a bit to see the winning websites in the activism category.

*Review:*

*Online Opinion Piece:*

Purdue OWL: Using Rhetorical Strategies for Persuasion: <https://owl.english.purdue.edu/owl/resource/588/04/>

Use this resource to review the classical rhetorical appeals (ethos, pathos, and logos), which you will need to utilize in your Online Opinion Piece. The following video (<https://www.youtube.com/watch?v=gf81d0YS58E>) provides a good general explanation of these appeals, but in addition to establishing strong moral character, keep in mind that ethos also appeals to the broader credibility/reliability of the author.

Logical Fallacy Resources: <https://owl.english.purdue.edu/owl/resource/659/03/>, <http://www.informationisbeautiful.net/visualizations/rhetological-fallacies/>, <https://bookofbadarguments.com/?view=allpages>

You will want to avoid committing logical fallacies as you write your Online Opinion Piece.

**13.3—WEEK THIRTEEN Moodle Items:**

***Attached Files***

Revision Statement Example (pdf)

***Discussion Activity: Analyzing an Opinion Piece (Advanced Forum)***

**To submit this activity:**

First, review the classical rhetorical appeals (ethos, pathos, and logos) with this Purdue OWL resource (<https://owl.english.purdue.edu/owl/resource/588/04/>) or the following video: <https://www.youtube.com/watch?v=gf81d0YS58E> (it provides a good general explanation of the appeals, but in addition to establishing strong moral character, you can think of ethos more broadly as establishing the credibility/reliability of the author)

Next, find an example of an opinion piece. Here are a couple of places you might want to look: <http://www.nytimes.com/pages/opinion/index.html>, <http://www.usatoday.com/opinion/>

Now provide a brief analysis of your example by answering the following questions:

1. What is this opinion piece’s argument? How effective do you think the author is in conveying his or her point?
2. How effectively does the author use rhetorical appeals (ethos, pathos, logos)? Can you find an example of each appeal?
3. What characteristics do you see in this opinion piece that you think are common in this genre (think Genre Analysis!)? You can consider its length, style, and use of sources, among other characteristics.
4. As you work on your Online Opinion Piece, what can you take away from this example? Having read this, are there any changes you will make to your approach?
5. Do you have any additional comments about your example? Does anything else about it stand out to you?

When you are done, copy and paste the questions and your answers into a discussion post (*don’t attach a file, but make sure you save your work in a document so you don’t lose it!*). Read some of your classmates’ posts, and respond to at least one post by commenting on how its analysis/example is similar or different to yours.

Write at least 200 words, not including the questions.

**Response due by midnight on Friday, November 20th (S16: April 1st) through the Week 13 module. Response to a classmate due by midnight on Monday, November 23rd (S16: April 4th).**

**14.1—WEEK FOURTEEN Objectives and Summary:**

***Objectives***

* Complete and submit your Advocacy Website and Online Opinion Piece.
* Write!

***Summary***

The last week of the semester is here, and your only responsibility this week is to complete your Advocacy Website and Online Opinion Piece, both of which are due Sunday night. Review the instructions as you complete these assignments, and please give some thought to the design and function of your website. Don’t forget to double check your link before submitting it!

**14.2—WEEK FOURTEEN Checklist:**

**Do:**

Work on your Advocacy Website and Online Opinion Piece, which are due Sunday night!

**Advocacy Website, including Online Opinion Piece, due by midnight on Sunday, November 29th (S16: April 10th**).

**Read/Watch:**

*Review:*

Online Opinion Piece Instructions

307-308: Overview

309-310: Guidelines

311-312: Rubric

Online Opinion Piece Resources

313-315: Putting It All Together

316: Quick Guide: Being Succinct

317-323: Samples

324: Add the Online Opinion Piece to your Advocacy Website

\*6-8: Table of Contents for 1302 Materials

Ten Tips on Writing Opinion Pieces: <http://www.virginia.edu/topnews/facultyopinions/tips.html>

*Review:*

Advocacy Website Instructions

208-209: Overview

210-211: Guidelines

212-213: Rubric

214-215: Thinking About Design

\*6-8: Table of Contents for 1302 Materials

Weebly tutorial: ([https://vimeo.com/100966309](https://webmail.utep.edu/owa/redir.aspx?C=U7-P8IuY_Eqm2BSNGFXHRx7cxWCKj9EIGAK0_LuavX4gQdamGLcEAgHv_T6gRkY9V5x2qpZBsh0.&URL=https%3a%2f%2fvimeo.com%2f100966309)), Wix tutorial:

(<http://www.wix.com/support/main/html5>). There are a variety of other website

builders, several of which are listed in the instructions.

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*Review:*

*Online Opinion Piece:*

Purdue OWL: Using Rhetorical Strategies for Persuasion: <https://owl.english.purdue.edu/owl/resource/588/04/>

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You will want to avoid committing logical fallacies as you write your Online Opinion Piece.

**14.3—WEEK FOURTEEN Moodle Items:**

***Assignment: TURN IN YOUR ADVOCACY WEBSITE AND ONLINE OPINION PIECE HERE (Assignment)***

Submit a link to your Advocacy Website, including your Online Opinion Piece. **Make sure to double check that your link works!**

**Advocacy Website, including Online Opinion Piece, due by midnight on Sunday, November 29th (S16: April 10th**).

Online Opinion Piece Page Numbers

Guide:

Online Opinion Piece Instructions

307-308: Overview

309-310: Guidelines

311-312: Rubric

Online Opinion Piece Resources

313-315: Putting It All Together

316: Quick Guide: Being Succinct

317-323: Samples

324: Add the Online Opinion Piece to your Advocacy Website

Documentary Page Numbers

Guide:

Documentary Instructions

288-290: Overview

291-292: Guidelines

293-294: Rubric

Documentary Resources

295: Creating an Outline

300: Add the Documentary to your Advocacy Website

Advocacy Website Page Numbers

Guide:

Advocacy Website Instructions

208-209: Overview

210-211: Guidelines

212-213: Rubric

214-215: Thinking About Design

\*6-8: Table of Contents for 1302 Materials

Lit Review Page Numbers

Guide*:*

Literature Review/Research Report Instructions

242-243: Overview

244-246: Guidelines

247-249: Rubric

Literature Review/Research Report Resources

250: Thinking about Research

251: Thinking about Ethics

252-253: Requesting an Interview

254: Writing the Introduction

255-256: Writing About Primary Research

257: Writing the Body Paragraphs

258: Creating a Graphic

259: Writing the Conclusion

260: Putting It All Together

261: Quick Guide: Writing an Abstract

262-276: Student Model #1

277-286: Student Model #2

287: Publish: Add Literature Review/Research Report to your Advocacy Website

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To post a response to this **Discussion**:

1. Click **Create Blog Entry**.
2. In the text box, type or paste your response to the prompt.   
   **Note:** I ***strongly recommend*** that you type your ideas in Notepad or a word processing program, ***save them***, and then paste them into the text box. This will save you the pain of having to compose your thoughts again if you encounter technical problems while saving and submitting your work.
3. When you have finished composing your response, click the **Post Entry** button.